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ABSTRACT

The evaluation of the 1970-71 bilingual education program in northern Lubbock, Texas, is provided in this paper. The main purpose of the program was to plan, develop, operate, evaluate, and, if necessary, modify a bilingual program which could be operated in self-contained classrooms. The 4 major components of the program, which included 5 kindergarten and 5 1st-grade sections located at 5 elementary schools, were instruction, staff development, materials development, and community involvement. In evaluating the program, a random sample selected from students from the total program was used. English language activities, the language used by the children in unsupervised situations, and the Test of Basic Experiences administered in both English and Spanish were used to measure language growth. The measures employed indicated that the program's objectives, based upon achievement of educational objectives rather than upon comparison of rate of gain, were being approached. (NQ)

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EVALUATION REPORT
Bilingual Education Program
Lubbock, Texas

Project Number DPSC 97-219
[1971]

This bilingual education program began with a pre-school program in the 1969-70 school year and expanded to include first grade in 1970-71. The setting for the program was the northern crescent of the 150,000 population of Lubbock, Texas; that section contains a higher incidence of Mexican American pupils than does the remainder of the city.

The 1970-71 program utilized five elementary schools as program sites. Each site reflects some unique demographic characteristics, but, taken in total, they seem to represent a good cross-section of the Mexican American population and includes a fairly large mixture of other ethnic groups.

The classes included five sections of kindergarten and five at first grade level. One site, Parkway, was added because of the relocation of a large number of residents from the Guadalupe barrio after a tornado in May, 1970. Because of these and other more normal population shifts, the first grade classes included many children who had not had bilingual experience in kindergarten.

The program was developed with four major components composed of instruction, staff development, materials development, and community involvement, and was devoted to the planning, development, operation, evaluation and modification of a program which could be operated in self-contained classrooms with bilingual (English/Spanish) instructional capability.

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This review is based largely upon findings and perceptions of the evaluator. His activities and data collection have been guided by staff, program manager and auditor comments and reports. It is aimed at reviewing the evaluation design, which, though inclusive of a number of objectives, does not purport to measure or describe all the cognitive, nor certainly all the affective impact of the program.

During the progress of the program, the evaluator, partially because of comments by the auditor, began to collect case study type data on a random selection of pupils who had been in the program for both years. This sociological approach may, over the term of the project, provide data to complement the more routine educational measurements reported.

Instruction

While specified instructional activities were conducted in Spanish, it was also used incidentally for instructional assistance in other teaching and informal situations. Staff estimates, while almost impossible to verify, of their use of language were taken separately for teachers and aides. These estimates were taken by the evaluator during staff meetings with each staff member being asked to calculate:

What percent of the time did you spend today in instruction in Spanish?

	Pre		Mid-Year		End	
Aides	M=45%	R=25-60%	M=52%	R=15-75%	M=40%	R=15-70%
Teachers	M=52%	R=25-75%	M=36%	R=0 -85%	M=33%	R=10-75%

These self reports plus independent observations indicate that attempts were being made to maintain the suggested amounts of Spanish.

English language activities had as a major component the development

of oral language. To this end, much interest center, small group, and individual help activities were used. Measures of language growth were considered to be central to achievement of objectives.

One of the product objectives related to language indicated that:

<u>One year's growth in mental age will be reflected from the Peabody Picture Vocabulary pre and post tests.</u>

Grade	Language	Whole Group Means	
		Pre(Sept.-Oct.)	Post(April) based on seven months instruction
K	Spanish	2 - 7	4 - 6
K	English	2 -10	4 - 5
1	Spanish	3 -11	4 - 7
1	English	4 - 4	4 - 9

From the foregoing, which is the result of a random sample, the growth is shown to favor the Spanish by about one month of the almost two years growth recorded for Kindergarten. A lesser amount of growth in Grade 1 could be allocated to many factors, including newness of program and newness of teachers in the program.

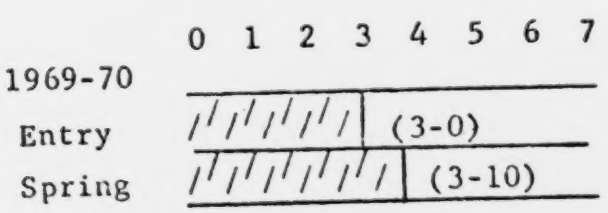
Some comparative data is available from testing done last year at the kindergarten level. There are at least three major complicating factors even though some data analysis may be made. The factors include: inability to equate kindergarten groups for the two years, the unreliability of testing of young children, and the differences in examiner (during the first year teacher and aides administered tests, while this year one person did the language testing). With all of these qualifications, it still seems to be a logical assumption that the two groups of

kindergarten pupils (1969 and 1970) are quite similar since they were from the same population area generally, and there was little age difference. The two years' scores are graphically portrayed:

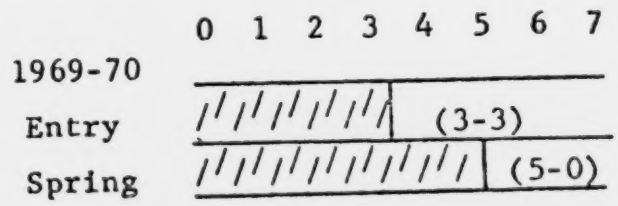
PEABODY PICTURE VOCABULARY TEST
(in M. A. means)

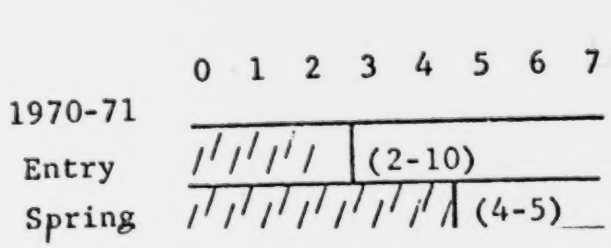
GRADE K

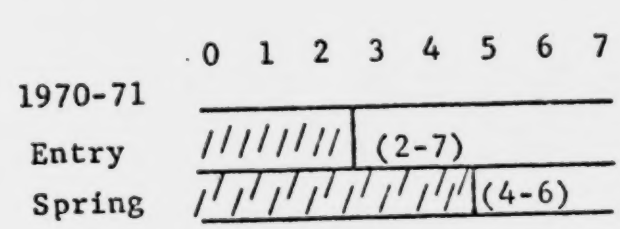
ENGLISH



SPANISH



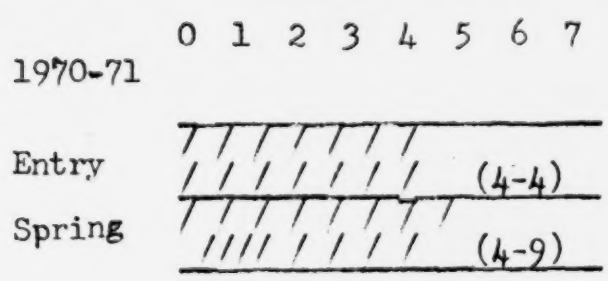




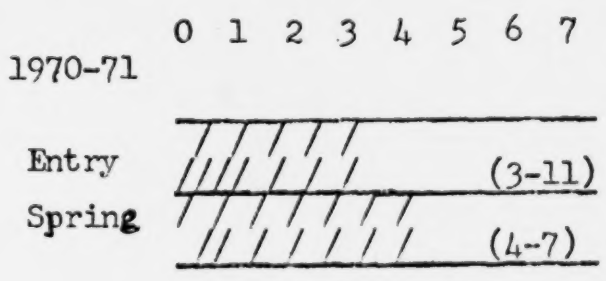
From the test results, and perhaps from more stringent administration of testing, it does appear that language usage at entry was slightly lower for this year's kindergarten group.

GRADE 1

ENGLISH



SPANISH



No comparative data can be reported for Grade 1 since this is the first year for that level. A representative testing indicates the above.

A major difference in evaluation this year was to randomly select pupils from the total program to show a representative sample rather than to identify rooms which necessitated some further explanation about the compsition of the section. Sampling is always subject to some question, but the use of a table of random numbers and adherence to those random assignments allows the results to be presented as representative of the total population without bias.

Another measure of language is the language used by children in unsupervised situations. This was initiated to assist curriculum development and in pacing of both languages. One of the measures taken was through estimation by teachers. Since the estimate for entry was taken after the program was well underway, it is probably that estimates could not be reliable. Nevertheless, the following* chart shows how teachers estimate change for the first half year.

There was another check of the above taken by the testing specialist of pupils in unsupervised play. Using the device of time sampling, children were watched for limited periods in the middle of the year, and a tally made for the language used (English or Spanish) as they interacted with other children. Some sensitivity was noted in that children who otherwise responded a majority of the time in Spanish would frequently respond to or initiate speech to monolingual English speakers (e.g. a Negro boy who was in the play group) in English. There are differences in these findings and that estimated by teachers. The reasons for differences include differences in measurement techniques and also because the sensitivity noted above might have been involved in causing youngsters to show greater response in school situations in English. From the

* Chart is page following

BILINGUAL ELEMENTARY EDUCATION PROGRAM
Lubbock Public Schools

LANGUAGE SURVEY PERCENTAGES

1970-71

GRADE	K	K	1	1	TOTALS	
DATE	Sept. 1970	Jan. 1971	Sept. 1970	Jan. 1971	Sept. 1970	Jan. 1971
ENROLLMENT	99	103	113	114	212	217
• *Percent/homes/Spanish dominant	79.80		72.57		75.94	
• Percent/homes/English dominant	20.20		18.58		19.34	
• Percent/understanding Spanish	92.93	98.06	89.38	97.37	91.04	97.70
• Percent/understanding English	75.76	98.06	91.15	96.49	83.96	97.24
• Percent/speak Spanish only	35.35	7.77	12.39	5.26	23.11	6.45
• Percent/speak English only	14.14	3.88	7.08	5.26	10.38	4.61
• Percent/speak Spanish & English	50.51	87.38	77.00	89.47	64.62	88.48
• Percent/speak mostly Spanish as they interact with peers in non-teacher directed activities (play groups, break, etc.)	55.56	38.83	38.94	26.32	46.70	32.26
• Percent/speak mostly English as they interact with peers in non-teacher directied activities(play groups, break, etc.)	44.44	58.25	55.75	63.16	50.47	60.83

* Percent in each instance is percent of children enrolled

observation the following were noted:

Level	Number of Children Sampled	Unsupervised Language Choice (Average responses per child)	
		English	Spanish
K	20	3 per minute	4.4 per minute
1	24	3.2 per minute	2.0 per minute

Another instrument used for instructional measures was the Test of Basic Experiences. Using sampling techniques, a small group was tested in each language. Although only a brief period has elapsed, the data as reported, in standard scores, means:

The conversion to standard scores indicates a mean of 50 which allows for better comparison than do raw or percentile scores.

TEST OF BASIC EXPERIENCES

		Pre-Test	Post-Test
Level K			
Language	Spanish	39 (R 27-47)	46 (R 36-51)
	English	40 (R 25-56)	42 (R 29-64)
Math	Spanish	39 (R 27-46)	47 (R 38-56)
	English	45 (R 29-61)	54 (R 47-69)

The TOBE instrument, according to the technical manual, is a series of standardized group tests which provide an indication of how well a child's experiences have prepared him for his introduction to many of the scholastic activities he will encounter.

Standard scores for the two levels of the tests are not equivalent. The standard scores used for the Spanish version are not strictly comparable to English scores, since the difficulty levels of concepts according to language or culture have not been determined.

Staff Development

Quantitative measures of this component are easily available, such as number of in-service meetings, teacher conferences and the like. Instead of using these somewhat simplistic approaches, the design scheduled checks of movement toward designated competencies. Many of these competencies were observed by the curriculum specialist in individual interaction with teachers and are somewhat difficult to quantify.

In one instance, teachers were asked to assist in identifying common pronunciation errors in English as they are frequently made by Spanish-speaking kindergarten and first grade children. While a count of those named by a teacher or the whole group would be relatively meaningless, the fact that teachers worked to become more sensitive to developing language is likely to be of long term benefit to those teachers and, therefore, to bilingual education.

In-service evaluation meetings were monitored by the evaluator or the testing specialist. It was recorded that, according to the design, sessions were held which related to pronunciation, first grade reading, and oral language development in both languages. Sessions in relating art, music and linguistics were also held for the staff.

The materials indicated in the product objectives as dialogue practice have been developed as units and will be revised to be used as resources for subsequent years.

An observer report was developed for use with in-service meetings but its validity could not be practically established. It did aid the evaluator in reviewing the topics of in-service sessions but is deemed of insufficient value to retain.

An indirect measure of staff development was obtained through written responses of teachers and aides to questions put to them extemporaniously regarding their beliefs about what is meant by bilingual education. The responses were returned, some in English and some in Spanish and were reviewed for apparent change of perceptions and comprehensiveness of thought. A few selected comments follow:

From Aides

Fall	Spring
La palabra bilingue significa dominan 2 idomas.	Bilingual education means that the children who come to school without speaking English will have a better chance. It gives the teacher and aide a chance to work in the child's native tongue and make him a better student for later days in school.
Bilingual education is trying to teach the child to live in an environment in which two languages are used.	Bilingual education means teaching the child in his native language as well as in English, or any other language.
Bilingual education is a method by which we hope to teach our children to speak both English and Spanish fluently.	La educacion bilingüe representa para me una cosa muy buena, ya que el nino se siente libre or cofiado de que puede expresar sus ideas en su idioma, sintiendose confiado de el, ya a la vez aprendiendo el idioma necesario el ingles.

From Teachers

Bilingual education is teaching the child (who functions in two languages) in those two languages.	Teaching in both languages and teaching the child in the language in which he is most comfortable.
Bilingual education is the teaching and learning in two languages. The results would mean that the children should be proficient in the use of both languages--reading, writing, and speaking.	Bilingual education is based on teaching the bilingual child in his native tongue and then proceeding to teach him previously learned concepts in a second language.
Bilingual education is education using two languages to help the children to learn concepts.	

While affective measures may be questioned, it would seem to be apparent from the foregoing representational responses that the staff continued to "value" bilingual education, which is among the higher ordered ratings of this domain. No statistical treatment of such data is indicated, but this does not negate its significance.

Curriculum Development

The staff was involved in day to day adaptation and trial of materials. In addition original units were constructed using various techniques and dialogues. A number of consultants assisted with specific area development of curriculum and technique. A primary concern was the language experience approach to reading. No comparative group was utilized so evaluation is based upon achievement of criterion referral items, which, at this point, do not lend themselves to sophisticated analysis.

Teacher made tests, work inventories, and observations have been made regarding Spanish reading in first grade. Staff annotations are reflected in materials requests for 1971-72. It is the observation of the evaluator that the language experience approach in Spanish reading has been more closely akin to sight comprehension approaches common to publishers of this country than it has to the single letter phonics approaches predominant in Mexico. Attempt has been made to develop techniques which would be applicable in either language.

Community Involvement

As in previous instances, quantitative data is available for this component. Numbers of parents and others have attended orientation

meetings, advisory meetings, school excursions and have attended skill development (such as clothing repair) meetings held by community resource people. The liason person has recorded frequent home visits.

The quality of involvement is recognizably more difficult to assess. First hand observations and in-the-home interviews reveal a variety of perceptions of the bilingual program, almost all of which are rather strongly positive. The community acceptance of the program is also positively assessed indirectly from the high percent of attendance of kindergarten children.

Observation forms were developed and used for a few meetings by the testing specialist. Since they were quite subjective, qualitative assessment of them seemed inappropriate. From more quantitative criteria, however, the involvement of rather large numbers of parents, in relation to parents of children in the same school but not in the bilingual program but who interact with the school, was noted.

Summary

This narrative report of the evaluation of the Lubbock Bilingual Elementary Education Program for 1970-71 has concerned the internal, short term assessment of program components. In other terms it concerns the summative evaluation. There is little need to apply statistical analysis to the type of data obtained.

The more long range, formative-type evaluation can also be drawn from the information contained herein without tests of statistical significance. There is evidence that a bilingual approach is in fact being followed and that growth toward product and process objectives has been made.

A further statement by the evaluator, from professional training and several years experience in elementary education is that the program is functioning smoothly in the context of the school setting. There is evidence that constant monitoring has resulted in program modification which is the real measure of evaluation.

It is still too early in the program to attempt to specify major differences in the day-to-day behavior of these children from what might have been if they had not been afforded the bilingual schooling. The present evaluation frame, without a control group, was consciously selected because of the difficulties attendant to designation of such controls. It is perhaps important to note that this program is based upon achievement of educational objectives rather than upon comparison of rate of gain. The measures used, even though the validity of norm-referenced measures for young children is doubtful and the testing of young subjects is relatively unstable, do indicate that the objectives of the program are being approached.

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